

# Construction checklist

## 3a Resources and equipment requirements for Certificate II Construction Pathways (CPC20208)

(Units held by standard trained teachers)

### Introduction

Schools delivering units of competency in Construction courses must have access to specific resources/equipment. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

The resources/equipment listed for each unit of competency are required to deliver and assess that unit. Resources/equipment may be accessible either on-site (at school) or off-site (including while the student is on work placement).

Where relevant, the range statement in a unit of competency contains a complete list of tools and equipment required to be addressed in student learning. The actual tools and equipment which **must be used and assessed against** are set out in the critical aspects of evidence in each unit.

### All resources/equipment selected **MUST**:

- comply with DET policy and procedures
- be appropriate to the unit of competency being assessed and the circumstances of the assessment.

### All resources/equipment lists are to be read in conjunction with

- Board of Studies Construction Syllabus (Parts A & B)
- advice provided in current Equipment Safety in Schools database (ESIS) only available via the DET portal under My applications
- advice about high risk construction work listed in ESIS under Construction Work
- Safety Alert 19 Working at Heights  
[https://detwww.det.nsw.edu.au/adminandmanage/ohands/safety\\_alert/index.htm](https://detwww.det.nsw.edu.au/adminandmanage/ohands/safety_alert/index.htm)
- advice provided in the current Chemical Safety in Schools package, which is available at  
<https://detwww.det.nsw.edu.au/assetmanagement/safecomp/chemschool.htm>

### Common resources for all units of competency

**Some resources/equipment are required for ALL units. They are listed below.**

The following resources and equipment must be available and contextualised for delivery of ALL units of competency:

- current and relevant OH&S legislation and codes of practice
- materials and equipment relevant to following OH&S policies and procedures including organisation/company bulletins/memos, site safety management plan, security fencing, lockable gates, security lighting, screens and hoardings, as appropriate, Material Safety Data Sheets (MSDS), job safety analysis (JSA)/safe work method statements (SWMS), fire safety equipment.

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- specifications and work instructions related to the unit of competence including manufacturer/organisation/site guidelines, policies and procedures, work schedules, job sheet/plans/specifications and work instructions, diagrams/sketches/maps
- relevant quality assurance regulations including Building Code of Australia (BCA), Australian Standards, advice from regulatory authorities, internal company policy and standards, workplace operations and procedures and manufacturers' specifications
- appropriate signage relating to hazard identification, emergency information (exits, equipment and first aid), regulations regarding prohibited, mandatory or restricted activities, on-site traffic and other appropriate warning signs and symbols
- school environmental policies and practices particularly relevant to the construction industry including waste management, noise, dust, vibration, clean-up management, storm-water management.
- personal protective equipment (PPE) required under legislation/codes of practice and workplace policy/practices and appropriate to the task.

### Personal protective equipment (PPE)

Teachers must ensure that students are wearing personal protective equipment **appropriate to the task being undertaken or the unit of competency being assessed**. Please note that all PPE must meet Australian Standards.

Appropriate PPE includes but is not limited to:

- steel cap footwear – predominantly leather upper
- high visibility vests (limit time worn in hot weather)
- hard hat/cap
- eye protection/safety glasses/goggles
- gloves appropriate for the task eg for chemical hazards, physical handling, thermal hazards
- hearing protection eg ear muffs/plugs
- dust mask/respirator
- sun protection.

### Important note regarding Electrical Safety

All electrical tools and equipment must have a current electrical safety tag and should be operated through portable/fixed earth leakage circuit breaker (ELCB)/residual current device (RCD). All cables must be rated for length and load requirements appropriate for the task. WorkCover NSW requires that all electrical leads be placed on stands. An assessment must be made regarding the availability of enough stands for any job to be undertaken.

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## Resources and Equipment Checklist for Certificate II Construction Pathways (CPC20208)

(Units held by standard trained teachers)

### Prerequisite for CIC card (Mandatory for the HSC)

CPCCOHS1001A Work safely in the construction industry	Access On Site	Access Off Site*
<b>Pre requisite unit: None</b>		
The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.  To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b> , plus any tools and equipment relevant to the nature of the project/task and to the critical aspects of evidence.		
<b>Other resources</b>  Support materials appropriate to the activity including but not limited to: <ul style="list-style-type: none"> <li>General OHS Induction Training for Construction Work resource package</li> </ul>		
<i><b>*if access is Off Site provide details, eg locations, times etc</b></i>		

### Compulsory units of competency

CPCCCM1002A Work effectively and sustainably in the construction industry	Access On Site	Access Off Site*
<b>Pre requisite unit: CPCCOHS1001A Work safely in the construction industry</b>		
The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.  To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b> , plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b> .		
<b>Other resources</b>  Support materials appropriate to the activity including but not limited to: <ul style="list-style-type: none"> <li>information about the construction industry, job roles and employment conditions</li> <li>information about using resources efficiently.</li> </ul>		
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CPCCCM1003A Plan and organise work	Access On Site	Access Off Site*
<b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b>		
The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b> , plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b> .		
<i>*if access is Off Site provide details, eg locations, times etc</i>		

CPCCCM1004A Conduct workplace communication	Access On Site	Access Off Site*
<b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b>		
The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b> , plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b> .		
<b>Tools and equipment</b> Tools and equipment relevant to the task but excluding those prohibited or not yet risk assessed in ESIS: <ul style="list-style-type: none"> <li>• telephones (including mobiles)</li> <li>• email</li> <li>• facsimile</li> <li>• internet</li> <li>• two-way radios.</li> </ul>		
<i>*if access is Off Site provide details, eg locations, times etc</i>		

CPCCCM1005A Carry out measurements and calculations	Access On Site	Access Off Site*
<b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b>		
The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b> , plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b> .		
<b>Tools and equipment</b> Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed: <ul style="list-style-type: none"> <li>• calculators and laser equipment</li> <li>• rulers</li> <li>• tape measures</li> <li>• trundle wheels.</li> </ul>		
<i>*if access is Off Site provide details, eg locations, times etc</i>		

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CPCCCM2001A Read and interpret plans and specifications	Access On Site	Access Off Site*
<b>Pre requisite unit: None</b>		
<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b>, plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b>.</p>		
<p><b>Other resources</b></p> <p>Support materials appropriate to the activity may include:</p> <ul style="list-style-type: none"> <li>• construction plans</li> <li>• cross-sectional plans</li> <li>• dimensions and notes</li> <li>• illustrations</li> <li>• longitudinal plans</li> <li>• project specifications</li> <li>• site plans</li> <li>• scale rule</li> <li>• symbols and abbreviations</li> <li>• structural detail and specification providing illustrations and dimensions.</li> </ul>		
<i>*if access is Off Site provide details, eg locations, times etc</i>		

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry	Access On Site	Access Off Site*
<b>Pre requisite unit: None</b>		
<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b>, plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b>.</p>		
<p><b>Other resources</b></p> <p>Support materials appropriate to the activity including but not limited to:</p> <ul style="list-style-type: none"> <li>• General OHS Induction Training for Construction Work resource</li> <li>• policies and procedures for reporting hazardous materials (including asbestos-containing materials - ACM) to designated personnel.</li> </ul> <p><a href="https://detwww.det.nsw.edu.au/assetmanagement/safecomp/asbestosf.htm">https://detwww.det.nsw.edu.au/assetmanagement/safecomp/asbestosf.htm</a></p>		
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## Elective units Carpentry field of work

CPCCCA2001A Handle carpentry materials	Access On Site	Access Off Site*
<p><b>Pre requisite unit: None</b></p>		
<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b>, plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b>:</p> <ul style="list-style-type: none"> <li>• safely handle, sort and stack <b>varying lengths of timber</b>, providing quick access and use</li> <li>• safely move and stack a given quantity of <b>sheet material</b></li> <li>• safely handle <b>carpentry components</b> for one carpentry project.</li> </ul> <p><b>Note:</b> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma <math>\Sigma</math> are currently being risk assessed and until the outcome is known, should not be used in schools.</p>		
<p><b>Tools and equipment</b></p> <p>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</p> <ul style="list-style-type: none"> <li>• banders</li> <li>• hammers</li> <li>• pallets</li> <li>• pinch bars</li> <li>• tin snips</li> <li>• wheelbarrows*.</li> </ul> <p><b>Other resources</b></p> <p>Materials appropriate to the work application may include:</p> <ul style="list-style-type: none"> <li>• bricks and concrete masonry units</li> <li>• concrete components</li> <li>• glass</li> <li>• insulation</li> <li>• joinery units</li> <li>• metal sheeting</li> <li>• paints and sealants</li> <li>• plaster or fibre cement sheeting</li> <li>• reconstituted timber products</li> <li>• reinforcement materials</li> <li>• scaffolding components</li> <li>• structural steel sections and components</li> <li>• timber.</li> </ul>		
<p><b>*if access is Off Site provide details, eg locations, times etc</b></p>		

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CPCCCA2002A Use carpentry tools and equipment	Access On Site	Access Off Site*
<b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b>		
<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <a href="#">Introduction</a>, plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b>:</p> <ul style="list-style-type: none"> <li>• identify and select <b>hand tools</b> for given tasks</li> <li>• safely use and maintain a minimum of rules, tapes, squares, hammers, hand saws, hand plane and chisels for given tasks</li> <li>• identify <b>power and pneumatic tools</b> for a given task</li> <li>• safely use and maintain a minimum of a power saw, electric plane *β, impact power drill, nail gun and compressor for given tasks, with maintenance including grinding and sharpening of a hand plane, chisel, a hand saw and one non-tungsten tip power saw blade.</li> </ul> <p><b>Note:</b> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma Σ are currently being risk assessed and until the outcome is known, should not be used in schools.</p> <p><b>*β:</b> This tool is now listed with new VET usage controls. Please do not allow students to use this tool until you have noted the new usage controls on the ESIS database.</p>		
<p><b>Tools and equipment</b></p> <p>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</p> <p>Hand tools:</p> <ul style="list-style-type: none"> <li>• cutting, planing, boring, shaping, fixing, fastening and percussion tools</li> <li>• material shifting and holding tools</li> <li>• setting out, marking out and levelling tools.</li> </ul> <p><b>Power Tools (portable and static)</b> *Firstly check status of specific tool/s and equipment in ESIS and if not found, assume Σ status:</p> <ul style="list-style-type: none"> <li>• electrical and pneumatic, gas driven tools, including their leads and hoses.</li> </ul> <p><b>Plant and equipment</b> *Firstly check status of specific tool/s and equipment in ESIS and if not found, assume Σ status:</p> <ul style="list-style-type: none"> <li>• 240v power supplied</li> <li>• compressors *</li> <li>• generators *</li> <li>• hand held or small single person operated equipment</li> <li>• pneumatic driven.*</li> </ul> <p><b>Other resources</b></p> <p>Materials appropriate to the work application may include:</p> <ul style="list-style-type: none"> <li>• bricks</li> <li>• concrete components</li> <li>• concrete masonry units</li> <li>• glass</li> <li>• insulation</li> <li>• joinery units</li> <li>• metal sheeting</li> <li>• paints and sealants</li> </ul> <p style="text-align: right;">➔</p>		

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CPCCCA2002A Use carpentry tools and equipment	Access On Site	Access Off Site*
<ul style="list-style-type: none"> <li>plaster or fibre cement sheeting</li> <li>reconstituted timber products</li> <li>reinforcement materials</li> <li>scaffolding components</li> <li>structural steel sections and components</li> <li>timber.</li> </ul>		
<i>*if access is Off Site provide details, eg locations, times etc</i>		

CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground	Access On Site	Access Off Site*
<b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b>		
<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <a href="#">Introduction</a>, plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b>:</p> <ul style="list-style-type: none"> <li>form up <b>a slab on ground a minimum of 9 square metres</b>, incorporating an edge rebate and internal corner to specifications</li> <li><b>form up a step</b> to a foundation excavation to specified masonry units.</li> </ul> <p><b>Note:</b> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma <math>\Sigma</math> are currently being risk assessed and until the outcome is known, should not be used in schools.</p>		
<p><b>Tools and equipment</b></p> <p>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</p> <ul style="list-style-type: none"> <li>air compressors and hoses *</li> <li>automatic levels</li> <li>levels</li> <li>bevels</li> <li>chisels</li> <li>hammers</li> <li>hand saws</li> <li>laser levels *</li> <li>marking equipment</li> <li>measuring tapes and rules</li> <li>nail bags</li> <li>nail guns *</li> <li>pinch bars</li> <li>power drills *</li> <li>power saws *</li> <li>power leads *</li> <li>saw stools</li> <li>shovels</li> <li>spanners</li> <li>squares (combination/tri)</li> <li>steel squares</li> <li>string lines.</li> </ul> <p style="text-align: right;">➔</p>		

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CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground	Access On Site	Access Off Site*
<b>Other resources</b> Materials appropriate to the work application may include: <ul style="list-style-type: none"> <li>• termite barriers</li> <li>• formwork/boxing: timber, metal, masonry, fibre cement sheeting or reconstituted timber products</li> <li>• bolts and nuts</li> <li>• coach screws</li> <li>• metal brackets</li> <li>• nails and spikes</li> <li>• patented metal fasteners</li> <li>• steel tie rods.</li> </ul>		
<i>*if access is Off Site provide details, eg locations, times etc</i>		

## Elective units – Solid plastering field of work

CPCCS2003A Prepare surfaces for plastering	Access On Site	Access Off Site*
<b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b>		
The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b> , plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b> : <ul style="list-style-type: none"> <li>• prepare surfaces for plastering for either solid plastering (masonry or concrete) or sheet plastering (timber, steel or masonry) including:               <ul style="list-style-type: none"> <li>○ both wall and ceiling surfaces to a level and plumb surface finish</li> <li>○ patching or filling holes and depressions.</li> </ul> </li> </ul> <b>Note:</b> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma $\Sigma$ are currently being risk assessed and until the outcome is known, should not be used in schools.		
<b>Tools and equipment</b> Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed: <ul style="list-style-type: none"> <li>• brooms</li> <li>• brushes</li> <li>• buckets</li> <li>• chisels</li> <li>• filling blades</li> <li>• hammers</li> <li>• power grinders *</li> <li>• power sanders *</li> <li>• sanding blocks</li> <li>• scrapers</li> <li>• shovels</li> <li>• sponges</li> <li>• trowels.</li> </ul> <div style="text-align: right;">➔</div>		

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CPCCSP2003A Prepare surfaces for plastering	Access On Site	Access Off Site*
<ul style="list-style-type: none"> <li>• May also include:               <ul style="list-style-type: none"> <li>○ hoses</li> <li>○ ladders (see <b>OHS Safety alert No 19 – Working at heights</b>)</li> <li>○ planks</li> <li>○ trestles</li> <li>○ water sprayers</li> <li>○ elevated work platforms. (See <b>OHS Safety alert No 19 – Working at heights</b>)</li> </ul> </li> </ul> <p><b>Other resources</b></p> <p>Materials appropriate to the work application may include:</p> <ul style="list-style-type: none"> <li>• caulking compounds</li> <li>• cellulose and plaster</li> <li>• lime putty</li> <li>• plaster</li> <li>• proprietary fillers</li> <li>• sand and cement</li> <li>• sheet materials.</li> </ul>		
<b>*if access is Off Site provide details, eg locations, times etc</b>		

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## Elective unit Wall and floor tiling field of work

CPCCWF2001A Handle wall and floor tiling materials	Access On Site	Access Off Site*
<p><b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b></p> <p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b>, plus any tools and equipment relevant to the nature of the project/task and to the critical aspects of evidence:</p> <ul style="list-style-type: none"> <li>as a minimum, given the plans and specifications for a bathroom wall and floor to be tiled, receive and confirm quantity and quality compliance; handle, sort, stack and distribute the tiles, materials and components to support the performance of the task; prepare and mix the required adhesives and mortar, grouting and finishes required for the job; and clean up and store or dispose of excess and waste materials on the completion of the job, ensuring: <ul style="list-style-type: none"> <li>correct identification of tiling requirement</li> <li>correct selection and use of appropriate processes, tools and equipment</li> <li>completing all work to specification</li> <li>compliance with regulations, standards and organisational quality procedures and processes.</li> </ul> </li> </ul> <p><b>Note:</b> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma <math>\Sigma</math> are currently being risk assessed and until the outcome is known, should not be used in schools.</p>		
<p><b>Tools and equipment</b></p> <p>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</p> <ul style="list-style-type: none"> <li>scissors</li> <li>cutting blades</li> <li>wheelbarrows *</li> <li>ladders (see <a href="#">OHS Safety alert No 19 – Working at heights</a>)</li> <li>elevated work platforms (See <a href="#">OHS Safety alert No 19 – Working at heights</a>)</li> <li>brooms</li> <li>forklifts (Special licensing required) *</li> <li>pallet jacks <math>\Sigma</math></li> <li>buckets</li> </ul> <p><b>Other resources</b></p> <p>Materials appropriate to the work application include:</p> <ul style="list-style-type: none"> <li>adhesives</li> <li>caulking compound</li> <li>cement mortar (with and without additives)</li> <li>grout</li> <li>tiles.</li> </ul> <p>Materials appropriate to the work application <i>may</i> include:</p> <ul style="list-style-type: none"> <li>scaffolds * (see <a href="#">OHS Safety alert No 19 – Working at heights</a>)</li> <li>concrete mixers *</li> <li>adhesive mixers.</li> </ul>		
<b>*if access is Off Site provide details, eg locations, times etc</b>		

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CPCCWF2002A Use wall and floor tiling tools and equipment	Access On Site	Access Off Site*
<b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b>		
<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b>, plus any tools and equipment relevant to the nature <b>of the project/task</b> and to the <b>critical aspects of evidence</b>:</p> <ul style="list-style-type: none"> <li>as a minimum, follow work instructions, operating procedures and inspection practices to use the <b>wall and floor tiling tools and equipment</b> listed in the range statement for their appropriate application, ensuring:             <ul style="list-style-type: none"> <li>correct identification, selection and use of appropriate processes, tools and equipment</li> <li>correct selection and use of appropriate processes, tools and equipment</li> <li>completing all work to specification</li> <li>compliance with regulations, standards and organisational quality procedures and processes.</li> </ul> </li> </ul> <p><b>Note:</b> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma <math>\Sigma</math> are currently being risk assessed and until the outcome is known, should not be used in schools.</p>		
<p><b>Tools and equipment</b></p> <p>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</p> <ul style="list-style-type: none"> <li>buckets</li> <li>caulking guns</li> <li>levelling equipment: eg straight edges, line levels, stringlines, spirit levels, water levels</li> <li>lump hammers</li> <li>measuring tapes and rules</li> <li>nippers</li> <li>pointed grouters</li> <li>rags</li> <li>rubber mallets</li> <li>scrapers</li> <li>shovels</li> <li>spacers and wedges</li> <li>sponges, squeegees</li> <li>squares, straight edges</li> <li>tile cutters and scribes</li> <li>trowels</li> <li>wet and dry diamond saws *</li> <li>wooden floats.</li> </ul> <p>May also include:</p> <ul style="list-style-type: none"> <li>adhesive mixers</li> <li>beating machines *</li> <li>concrete mixers *</li> <li>grouting machines *</li> <li>masonry drill bits</li> <li>screeding machines *</li> </ul> <p style="text-align: right;">➔</p>		

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CPCCWF2002A Use wall and floor tiling tools and equipment	Access On Site	Access Off Site*
<ul style="list-style-type: none"> <li>plant and equipment, including:               <ul style="list-style-type: none"> <li>small petrol or diesel engines <math>\Sigma</math></li> <li>small compressors *</li> </ul> </li> <li>power tools, including:               <ul style="list-style-type: none"> <li>power drills *</li> <li>power leads</li> <li>small generators. *</li> </ul> </li> </ul> <p><b>Other resources</b></p> <p>Materials appropriate to the work application may include:</p> <ul style="list-style-type: none"> <li>tiles</li> <li>ceramics</li> <li>slate</li> <li>adhesives</li> <li>grout</li> <li>cement mortar.</li> </ul>		
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## General Electives

CPCCCM2004A Handle construction materials	Access On Site	Access Off Site*
<p><b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b></p> <p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <a href="#">Introduction</a>, plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b>:</p> <ul style="list-style-type: none"> <li>• safely handle, sort and stack varying lengths of timber, providing quick access and use</li> <li>• safely move and stack a given quantity of sheet material</li> <li>• safely handle other building and construction components and materials for one construction project.</li> </ul> <p><b>Note:</b> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma <math>\Sigma</math> are currently being risk assessed and until the outcome is known, should not be used in schools.</p>		
<p><b>Tools and equipment</b></p> <p>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</p> <ul style="list-style-type: none"> <li>• banders</li> <li>• hammers</li> <li>• pallets</li> <li>• pinch bars</li> <li>• tin snips</li> <li>• wheelbarrows *</li> </ul> <p>Preparation of materials for mechanical handling by equipment such as:</p> <ul style="list-style-type: none"> <li>• scaffolding * (See <a href="#">OHS Safety alert No 19 – Working at heights</a>)</li> <li>• forklifts * (Special licensing required)</li> <li>• pallet jacks <math>\Sigma</math></li> <li>• trucks. (Special licensing required)</li> </ul> <p><b>Note:</b> Students are <b>not</b> required to use these pieces of plant and equipment but to prepare for materials only.</p> <p><b>Other resources</b></p> <p>Materials appropriate to the work application may include:</p> <ul style="list-style-type: none"> <li>• timber</li> <li>• reconstituted timber products and other building and sheet materials</li> <li>• bricks</li> <li>• bagged materials</li> <li>• sand, soil and aggregates</li> <li>• solvents, glues, coatings.</li> </ul> <p style="text-align: right;">→</p>		

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<p>May also include building elements such as:</p> <ul style="list-style-type: none"> <li>• roof trusses</li> <li>• lining materials</li> <li>• flooring materials</li> <li>• prefabricated elements</li> <li>• boxed, drummed and tinned materials</li> <li>• concrete masonry units</li> <li>• joinery units</li> <li>• floor and wall tiles</li> <li>• roofing tiles</li> <li>• steel sections/components</li> <li>• insulation</li> <li>• glass.</li> </ul>		
<i>*if access is Off Site provide details, eg locations, times etc</i>		

CPCCCM2006A Apply basic levelling procedures	Access On Site	Access Off Site*
<p><b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b></p>		
<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b>, plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b>:</p> <p>transfer levels and record differences in height on one project to job specifications using:</p> <ul style="list-style-type: none"> <li>• a spirit level and straight edge</li> <li>• levelling with water technique</li> <li>• laser levelling devices *</li> <li>• optical levelling devices</li> <li>• confirm accuracy of the readings taken for all above, including set-up and movement of device in two locations</li> <li>• conduct a two peg test with an automatic level to confirm that instrument meets manufacturers' tolerances</li> <li>• accurately record the results of each levelling procedure to organisational requirements.</li> </ul> <p><b>Note:</b> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma <math>\Sigma</math> are currently being risk assessed and until the outcome is known, should not be used in schools.</p>		
<p><b>Tools and equipment</b></p> <p>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</p> <ul style="list-style-type: none"> <li>• chalk lines</li> <li>• hammers</li> <li>• marking equipment</li> <li>• cleaning agents</li> <li>• measuring tapes and rules, spirit levels and straight edges</li> <li>• plumb bobs</li> </ul> <p style="text-align: right;">➔</p>		

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CPCCCM2006A Apply basic levelling procedures	Access On Site	Access Off Site*
<ul style="list-style-type: none"> <li>levelling staff</li> <li>saws, bolt cutters and saw stools</li> <li>signage for laser levelling</li> <li>string lines and laser targets</li> <li>levels: spirit, water, laser, optical and automatic</li> <li>wooden and steel survey pegs.</li> </ul> <p>May also include:</p> <ul style="list-style-type: none"> <li>boning rods, inclinometers and batter pegs/boards.</li> </ul>		
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CPCCCM2009A Carry out basic demolition	Access On Site	Access Off Site*
<p><b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b></p> <p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <b>Introduction</b>, plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b>:</p> <ul style="list-style-type: none"> <li>as a minimum, given a site demolition plan and instructions, remove the fixtures and fittings, ceiling, and external and internal non-load bearing walls; and clean up, disposing or salvaging materials, ensuring:             <ul style="list-style-type: none"> <li>correct identification of requirement and conduct of demolition</li> <li>confirmation that wall or structure is not load bearing</li> <li>identification and correct response to services</li> <li>correct selection and use of appropriate processes, tools and equipment</li> <li>completing all work to specification</li> <li>compliance with regulations, standards and organisational quality procedures and processes.</li> </ul> </li> </ul> <p><b>Note:</b> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma <math>\Sigma</math> are currently being risk assessed and until the outcome is known, should not be used in schools.</p>		
<p><b>Tools and equipment</b></p> <p>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</p> <ul style="list-style-type: none"> <li>bars (crow and pinch)</li> <li>bolt cutters</li> <li>sledge hammers</li> <li>spanners and wrenches</li> <li>chisels</li> <li>hacksaws</li> <li>handsaws</li> <li>hammers</li> <li>pliers</li> <li>picks and mattocks</li> <li>power drills *</li> <li>power saws *</li> <li>pneumatic tools *</li> </ul> <p style="text-align: right;">➔</p>		

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<ul style="list-style-type: none"> <li>• concrete saws *</li> <li>• angle grinders *</li> <li>• compressors *</li> <li>• electric testers (or non contact voltage testing device) *</li> <li>• shovels, spades, brooms and wheelbarrows</li> <li>• signs and barricades</li> <li>• water hoses and attachments</li> <li>• scaffolds * and elevated work platforms (See <a href="#">OHS Safety alert No 19 – Working at heights</a>)</li> </ul> <p><b>Other resources</b></p> <p>Support materials appropriate to the activity including but not limited to:</p> <ul style="list-style-type: none"> <li>• demolition plan</li> <li>• demolition method statement.</li> </ul>		
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BCCCM2004B Drain and dewater site	Access On Site	Access Off Site*
<b>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</b>		
<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p> <p>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <a href="#">Introduction</a>, plus any tools and equipment relevant to the <b>nature of the project/task</b> and to the <b>critical aspects of evidence</b>:</p> <ul style="list-style-type: none"> <li>• As a minimum, drain surface water from a site using surface drains and dewater a trench or pit, using at least one type of pump on two separate projects</li> <li>• Establishment of sedimentation controls for at least one project</li> <li>• Construct a sump</li> <li>• Safe and effective operational use of tools, plant and equipment</li> <li>• Communication and working effectively and safely with others.</li> </ul> <p><b>Note:</b> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma <math>\Sigma</math> are currently being risk assessed and until the outcome is known, should not be used in schools.</p>		
<p><b>Tools and equipment</b></p> <p>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</p> <ul style="list-style-type: none"> <li>• submersible pump *</li> <li>• vacuum pump *</li> <li>• surface pump *</li> <li>• sludge pump. *</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• hoses</li> <li>• hand excavation equipment eg shovel</li> <li>• broom</li> <li>• wheelbarrow *</li> </ul> <p style="text-align: right;">➔</p>		

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BCCCM2004B Drain and dewater site	Access On Site	Access Off Site*
<p>Traffic signs and devices :</p> <ul style="list-style-type: none"> <li>• temporary warning signs</li> <li>• regulatory signs</li> <li>• traffic cones</li> <li>• barricades</li> </ul> <p><b>Other resources</b></p> <p>Materials appropriate to the work application may include:</p> <ul style="list-style-type: none"> <li>• straw bales</li> <li>• silt fences</li> <li>• rocks</li> <li>• plastic piping</li> <li>• stakes/pegs</li> <li>• plastic sheeting.</li> </ul>		
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